

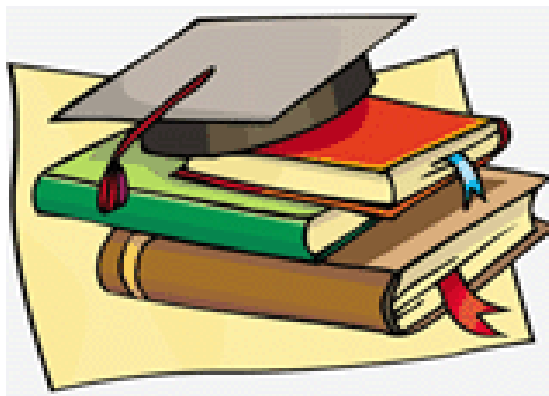
Montana Educators' Summer Institute 2007

Sponsored by:

MASCD, SAM, MTSBA, MNCESR, Montana Reading Council, Helena Public Schools, Office of Public Instruction—Linda McCulloch, the Alliance for Curriculum Enhancement (ACE), Golden Triangle Cooperative, Montana Small Schools Alliance, Office of Public Instruction/Indian Education for All Division and Office of Public Instruction/Division of Career, Technical and Adult Education.

Far Vision Close Look

June 11—14, 2007



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Helena Middle School

**Best Western Hotel
Great Northern Town Center**

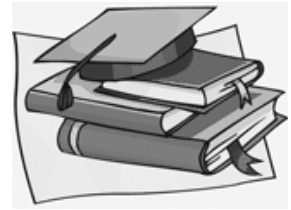
Front Street Learning Center

Helena, Montana

Montana Educators' Summer Institute 2007

Far Vision

Close Look



When: June 11-14, 2007

Where: *Pre-Conference* • June 11
Helena Middle School

Conference • June 12-14
Great Northern Town Center

Monday, June 11, 2007

Institute Pre-Conference:

9:00 a.m.—4:00 p.m.

Helena Middle School Auditorium

Dr. Willard R. Daggett

Developing 21st Century Literacy in Students

Literacy is the most critical skill needed in the 21st century. As society is pushed by constantly changing technology, individuals need to read and write at higher levels than in the past. Our literacy efforts in schools must include more than the traditional emphasis on prose, however. Quantitative and document literacy are becoming increasingly important. This session will describe the need to intensify our literacy requirements in all three areas and share the most successful practices in moving all students to higher literacy levels.

Willard R. Daggett, Ed.D., President of the International Center for Leadership in Education, is recognized worldwide for his proven ability to move education systems towards more rigorous and relevant skills and knowledge for all students. He has assisted a number of states and hundreds of school districts with their school improvement initiatives, many in response to *No Child Left Behind* and its demanding adequate yearly progress (AYP) provisions. Dr. Daggett has also collaborated with education ministries in several countries and with the Council of Chief State School Officers, the Bill & Melinda Gates Foundation, the National Governors Association, the U.S. Chamber of Commerce, and many other national organizations.

Before founding the International Center for Leadership in Education in 1991, Dr. Daggett was a teacher and administrator at the secondary and postsecondary levels and a director with the New York State Education Department, where he spearheaded restructuring initiatives to focus the state's education system on the skills and knowledge students need in a technological, information-based society.

Dr. Daggett is the creator of the Application Model and Rigor/Relevance Framework, a practical planning and instructional tool for determining the relevance of curriculum and assessment to real-world situations. Dr. Daggett's Rigor/Relevance Framework has become a cornerstone of many school reform efforts throughout the United States.

Dr. Daggett is the author of six books about learning and education, 12 textbooks and numerous research studies, reports, and journal articles. He also serves on a number of advisory boards, including the *USA Today* Education Advisory Panel.

Dr. Daggett has spoken to hundreds of thousands of educators and education stakeholders in all 50 states. His enlightening, entertaining, and motivating messages have helped his listeners to look at education differently by challenging their assumptions about the purposes, benefits, and effectiveness of American schools. Dr. Daggett inspires his audiences both to embrace what is best about our education system and to make the changes necessary to meet the needs of *all* students in the 21st century.

Tuesday, June 12, 2007

8:30 a.m. — 4:00 p.m.

Great Northern Town Center

John Brown — *Understanding by Design*

“Understanding by Design: How Can We Promote High Levels of Student Achievement and Conceptual Understanding?”

This one-day workshop will take you through an investigation of the Understanding by Design framework, an internationally-recognized approach to promoting high levels of student performance and academic success. This hands-on workshop will include an analysis of how using the backward-design process can enhance academic performance of all learners. We will also explore the implications of Understanding by Design for successful curriculum design, professional development, and school improvement planning. The workshop will include the following modules:

We will begin with an exploration of what current educational research reveals about the learning process, including research-based strategies to promote student understanding, conceptual transfer, and independent application.

From there, we will introduce the six fac-

ets of understanding, which are conceptual lenses through which we can observe and assess student understanding in relationship to our core curriculum standards: application, explanation, interpretation, perspective, empathy, and self-knowledge.

Participants will then learn about the backward-design process, which advocates a three-stage approach to unit development and curriculum design: Stage One (Desired Results); Stage Two (Assessment Evidence); and Stage Three (Teaching-Learning Activities).

As part of the backward-design process, we will explore curriculum mapping and auditing, using an approach that results in determining curriculum “power standards” that can be unpacked for deep understanding and student transfer.

During Stage One, participants will learn to use unpacked standards to identify big ideas, enduring understandings, and essential questions. These curriculum cues can help students to understand

how the content they are studying is organized and how it is interconnected around unifying ideas and structural themes.

As part of Stage Two, we will investigate the concept of a balanced approach to assessment, using a “photo album” rather than a “snapshot” to monitor and assess student progress. This section will include a discussion of constructed-response test items, reflective assessments, academic prompts, culminating performance tasks and projects, and the use of rubrics and other scoring tools.

Stage Three will introduce you to the W.H.E.R.E.T.O. instructional design principles, a unified approach to aligning teaching-learning activities with Stage Two assessments and Stage Two desired results.

The workshop will conclude with an exploration of the implications of Understanding by Design for professional development, curriculum design, and school improvement planning.

Wednesday, June 13, 2007

1:30 p.m.— 4:00 p.m. • Great Northern Town Center

John Brown — *Understanding by Design*

This follow-up session is designed as a small-group seminar that will allow participants to investigate key aspects of Understanding by Design, particularly those components about which they may have specific questions. This seminar will allow participants to discuss how Understanding by Design can be implemented in their respective schools or districts. In addition, we will explore specific strategies and processes designed to help participants integrate Understanding by Design into the following aspects of their educational systems: (a) Developing a systemic philosophy of learning; (b) Aligning and auditing existing curriculum; (c) Improving standardized test results; (d) Enhancing the teaching-learning process, including incorporating Understanding by Design into the teacher observation process; (e) Improving professional development; and (f) Augmenting current continuous improvement initiatives.

Wednesday, June 13, 2007

8:30 a.m.— 12:00 p.m.

Great Northern Town Center

Russ Quaglia—8 Conditions that Affect Aspirations

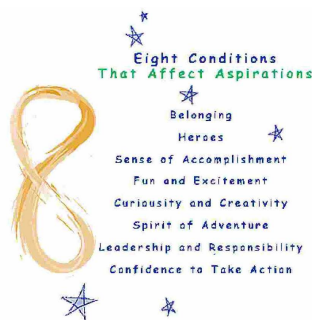
The condition of Belonging means that a person is a valued member of a community, while still maintaining his or her uniqueness. It is a relationship between two or more persons characterized by a sense of connection and support. A sense of Belonging is a necessary condition for a person's feeling of well-being, social engagement, and competence.

Heroes are the everyday people—colleagues, friends, family—in a person's life who inspire them to excel and to make positive changes in attitudes and lifestyles. Heroes are those a person can connect with, those who have a positive influence on them, and who listen to and value their ideas. Heroes build trust in others and belief in oneself.

The condition of Sense of Accomplishment recognizes effort, perseverance, and citizenship as signs of a person's success. Educators have traditionally used a narrow view of accomplishment that refers to academic achievement, innate ability, or who is "best in the class." Sense of Accomplishment, however, is viewed in terms of personal growth and effort, not just through measurable out-

comes and countable successes.

The condition of Fun and Excitement is characterized by staff being inspired. They are actively engaged and emotionally involved in their work. Staff who exhibit Fun and Excitement are usually self-confident, curious, and prepared; they are willing to meet the challenges of the day.



The condition of Curiosity and Creativity is characterized by inquisitiveness! eagerness, a strong desire to learn new or

interesting things, and a desire to satisfy the mind with new discoveries. Curiosity triggers people to ask 'Why?' while creativity gives them the initiative to ask 'Why Not?'

The condition of Leadership and Responsibility means staff are able to express their ideas and are willing to accept consequences for their actions. It cultivates accountability for the work environment and community.

The Spirit of Adventure is characterized by a person's ability to take on positive, healthy challenges at work and home, with family and friends. People experience the Spirit of Adventure when they tackle something new without the fear of failure or success.

Confidence to Take Action is the extent to which staff members believe in themselves. It encourages them to dream about their future while being motivated to set goals in the present. This condition is what we strive for; all other conditions must be established and supported for an individual to attain this level of aspiration. Confidence to Take Action is characterized by a positive and healthy outlook on life and by looking inward rather than outward for approval.

Wednesday, June 13, 2007

1:30 p.m.— 4:00 p.m.

Front Street Learning Center

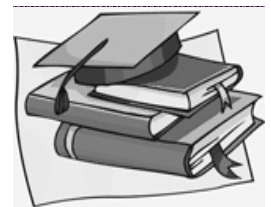
Russ Quaglia—Student Aspirations and Motivation for Administrative Teams

Wednesday, June 13, 2007

1:30 p.m.—4:00 p.m.

Front Street Learning Center

Edith Cranor-Buck—Integrating Science, Math and Literacy through the World In Motion



The Small School Alliance and The Society of Automotive Engineers have joined together to bring you Edith Cranor-Buck and her presentation on *Integrating Science, Math and Literacy through the World in Motion*. Specifically design with smaller schools in mind.

Thursday, June 14, 2007

8:30 a.m.—12:00 p.m.

Great Northern Town Center

Tammy Elser — *Critical Literacy: Implementing Indian Education for All While Building Better Readers!*

During this interactive workshop participants will:

- Review MCA-20-1-501, the Essential Understandings and expand resource awareness
- Frame implementation of *Indian Education for All* using a simple curriculum map to focus on depth of study
- Learn strategies for implementing Indian Education for All using a literature based approach
- Practice critical literacy through unique demonstrations spanning multiple grade levels and content areas
- Develop practical strategies to support implementation

Tammy Elser has spent the past 21 years as a Federal Programs Director for the Arlee Public Schools and an English teacher in 7th and 12th grades. She is the author of the Holistic Developmental Writing Scales, a tool for teaching and assessing writing skills in the K-8th grades. Having taught multicultural education and literacy methodologies at the University of Montana, Tammy is currently working on literacy integration strategies for implementation of *Indian Education for All*. Tammy holds

an Ed.D. from the University of Montana in Curriculum and Instruction (1997) emphasizing literacy and assessment, and received her Masters' Degree at UM in Guidance and Counseling (1990). She is actively engaged in research on assessment, school improvement, literacy and bilingual/ multicultural education and is passionate about improving teaching and learning at all levels, from pre-school through adulthood. She lives in Missoula with her two daughters Shannon and Erin.

Thursday, June 14, 2007

1:30 p.m.— 4:00 p.m.

Great Northern Town Center

Dr. Christine Wortman-Engren, Dulce Whitford and Corrie Smith — *Understanding by Design in Practice: Indian Ed for All*

This workshop sponsored by Montana North Central Education Service Region (MNCSR) and the Office of Public Instruction features presenters from the Great Falls Public Schools.

You've learned about Understanding by Design (UBD), now's your chance to put your understanding into practice while integrating Indian Education for All. Today's presenters will demonstrate the principles of UBD as they were utilized to develop the Montana Indian Ed for All Model Lesson Plans.

Thursday, June 14, 2007

1:30 p.m.— 4:00 p.m.

Great Northern Town Center

Laura Zimmerman and TerraBeth Jochems

Susan Barton's DVD Presentation— *Dyslexia: Symptoms & Solutions*

If you want to learn more about dyslexia and how it can be overcome, Susan Barton's dynamic, information-packed new DVD is for you. Filmed before a live audience, Susan's lively and captivating presentation provides insights, knowledge, techniques, and inspiration you just can't find anyplace else!

Here's just some of what you'll learn...

- ✓ Symptoms of mild dyslexia in adults
- ✓ Inheritance patterns and the genetic link
- ✓ The classic warning signs in children
- ✓ Spelling and its relationship to dyslexia
- ✓ Why dyslexic children "hit the wall" in reading by third grade
- ✓ Why most schools don't test for dyslexia—and most dyslexic children will not qualify for special ed
- ✓ How to find a qualified tester—and get an accurate diagnosis
- ✓ Research-based "best practices" to improve spelling, reading, and writing
- ✓ Why tutoring alone is not enough

And much more, including the latest scientific, replicated research conducted at leading universities, and by the National Institutes of Health.

Laura Zimmerman, Title One Teacher and Certified Dyslexia Diagnostician and Certified Barton Tutor and TerraBeth Jochems, English/Reading Teacher and Certified Barton Tutor will be monitoring and handling the Question and Answer Session.

Susan Barton is a popular speaker on Dyslexia at conferences throughout North America and teaches at the graduate and undergraduate level. In 1998, Susan founded Bright Solutions. Her mission is to raise awareness of Dyslexia by educating parents, teachers, and other professionals by sharing the latest research in parent-friendly language.

Susan's ability to explain complex issues in easy-to-understand language make her presentations a life-changing experience.

Many things can wait.

Children cannot.

Today their bones are being formed, their blood is being made, their senses are being developed.

To them we cannot say "tomorrow."

Their name is today.

Gabriela Mistral (1899-1957)
Chilean Educator

**Pre-Conference and
Summer Institute 2007
Fees**

June 11 Pre-Conference

Full Day **\$100**

Students **\$30**

June 12-14 Summer Institute

Registration **\$225**

Students **\$90**

College and Continuing Education
Credits are available.

\$10 off per registrant for schools
sending teams.

For more information contact:
Cassie Huntley at 461-5018 or
cass.huntley@gmail.com

Register Online at
<http://montana.ascd.org>

Pre-Conference and Conference Registration

Name _____ Title _____

School _____

Address _____

City _____ Zip _____ Phone _____

Email address _____

Is this registration part of a team _____

- ☐ \$100 June 11 Pre-Conference
☐ \$30 June 11 Pre-Conference—Student

- ☐ \$225 June 12-14 Conference
☐ \$90 June 12-14 Student—Conference

\$_____ Total "Conference Registration" fee

Cancellation Policy:

Full refunds will be granted for cancellations received by May 15, 2007. \$25 will be assessed for cancellations after May 15, 2007, until May 31, 2007. No refunds will be given after May 31, 2007. No refunds will be given for no shows. Non-payment does not constitute cancellation.

Hotel Reservation Contacts: BOOK EARLY!!!

If you need room accommodations at the MEI Conference site, please contact the Great Northern Best Western Hotel—406-457-5500. *Indicate you are attending the Montana Educators' Summer Institute in order to receive "conference rates."*

Pay by check or school district purchase order
made out to **MASCD**.

Send completed Registration Form and check
or purchase order to:

Cassie Huntley
633 Leslie #3
Helena, MT 59601

Or fax your registration and purchase order to:
1-866-847-7757